

Kinard Elementary

201 Pressly Street
Clover, South Carolina 29710

Grades	PK-4 Elementary School	
Enrollment	332 Students	
Principal	Georgia D. Westmoreland	803-222-3071
Superintendent	Dr. Vickie Phelps	803-222-7191
Board Chair	Jeffrey M. Siegrist	803-831-9383

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	51	33	3	0

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Below Average	N/A
2003	Good	Good	No
2004	Good	Below Average	Yes
2005	Average	Average	Yes

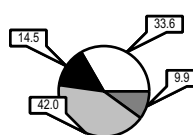
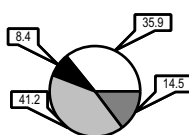
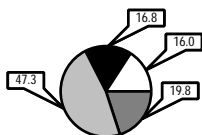
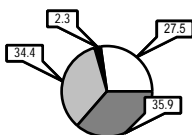
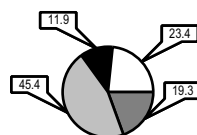
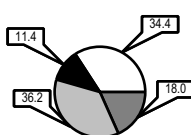
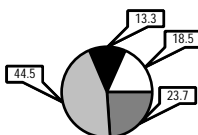
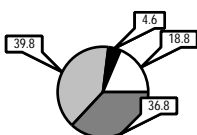
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	141	99.3	27.5	34.4	35.9	2.3	47.3	Yes	Yes
Gender									
Male	79	98.7	33.8	29.7	35.1	1.4	41.9		
Female	62	100.0	19.3	40.4	36.8	3.5	54.4		
Racial/Ethnic Group									
White	101	99.0	21.5	35.5	39.8	3.2	54.8	Yes	Yes
African American	36	100.0	42.9	34.3	22.9	0.0	25.7	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	115	100.0	17.9	37.7	41.5	2.8	54.7		
Disabled	26	96.2	68.0	20.0	12.0	0.0	16.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	141	99.3	27.5	34.4	35.9	2.3	47.3		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	139	99.3	27.7	33.8	36.2	2.3	47.7		
Socio-Economic Status									
Subsidized meals	77	100.0	39.1	30.4	30.4	0.0	34.8	Yes	Yes
Full-pay meals	64	98.4	14.5	38.7	41.9	4.8	61.3		

Mathematics – State Performance Objective = 36.7%									
All Students	141	99.3	16.0	47.3	19.8	16.8	48.1	Yes	Yes
Gender									
Male	79	98.7	16.2	45.9	18.9	18.9	47.3		
Female	62	100.0	15.8	49.1	21.1	14.0	49.1		
Racial/Ethnic Group									
White	101	99.0	12.9	41.9	23.7	21.5	53.8	Yes	Yes
African American	36	100.0	22.9	62.9	11.4	2.9	31.4	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	115	100.0	7.5	49.1	24.5	18.9	56.6		
Disabled	26	96.2	52.0	40.0	0.0	8.0	12.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	141	99.3	16.0	47.3	19.8	16.8	48.1		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	139	99.3	16.2	46.9	20.0	16.9	48.5		
Socio-Economic Status									
Subsidized meals	77	100.0	24.6	49.3	17.4	8.7	37.7	Yes	Yes
Full-pay meals	64	98.4	6.5	45.2	22.6	25.8	59.7		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	141	99.3	35.9	41.2	14.5	8.4	22.9
Gender							
Male	79	98.7	36.5	36.5	17.6	9.5	27.0
Female	62	100.0	35.1	47.4	10.5	7.0	17.5
Racial/Ethnic Group							
White	101	99.0	29.0	44.1	16.1	10.8	26.9
African American	36	100.0	54.3	37.1	8.6	0.0	8.6
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	115	100.0	28.3	45.3	17.0	9.4	26.4
Disabled	26	96.2	68.0	24.0	4.0	4.0	8.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	141	99.3	35.9	41.2	14.5	8.4	22.9
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	139	99.3	36.2	40.8	14.6	8.5	23.1
Socio-Economic Status							
Subsidized meals	77	100.0	50.7	36.2	8.7	4.3	13.0
Full-pay meals	64	98.4	19.4	46.8	21.0	12.9	33.9

Social Studies							
All Students	141	99.3	33.6	42.0	9.9	14.5	24.4
Gender							
Male	79	98.7	33.8	37.8	13.5	14.9	28.4
Female	62	100.0	33.3	47.4	5.3	14.0	19.3
Racial/Ethnic Group							
White	101	99.0	25.8	46.2	9.7	18.3	28.0
African American	36	100.0	54.3	34.3	8.6	2.9	11.4
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	115	100.0	25.5	46.2	11.3	17.0	28.3
Disabled	26	96.2	68.0	24.0	4.0	4.0	8.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	141	99.3	33.6	42.0	9.9	14.5	24.4
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	139	99.3	33.8	41.5	10.0	14.6	24.6
Socio-Economic Status							
Subsidized meals	77	100.0	46.4	39.1	8.7	5.8	14.5
Full-pay meals	64	98.4	19.4	45.2	11.3	24.2	35.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	62	98.4	20.0	35.0	38.3	6.7	45.0
	4	71	100.0	27.1	37.1	34.3	1.4	35.7
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	80	100.0	24.0	36.0	38.7	1.3	40.0
	4	61	98.4	32.1	32.1	32.1	3.6	35.7
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	62	100.0	16.4	60.7	14.8	8.2	23.0
	4	71	100.0	14.3	47.1	18.6	20.0	38.6
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	80	100.0	21.3	54.7	12.0	12.0	24.0
	4	61	98.4	8.9	37.5	30.4	23.2	53.6
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	80	100.0	37.3	40.0	12.0	10.7	22.7
	4	61	98.4	33.9	42.9	17.9	5.4	23.2
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	80	100.0	34.7	41.3	14.7	9.3	24.0
	4	61	98.4	32.1	42.9	3.6	21.4	25.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 332)				
First graders who attended full-day kindergarten	98.6%	Down from 100.0%	100.0%	100.0%
Retention rate	3.0%	Up from 1.4%	2.9%	3.0%
Attendance rate	96.4%	Up from 96.2%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.7%	Up from 0.0%	4.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	3.2%	3.2%
Eligible for gifted and talented	12.0%	Up from 7.4%	14.7%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.0%	Down from 7.1%	9.0%	8.2%
Older than usual for grade	0.3%	Up from 0.0%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	56.3%	Up from 48.4%	54.2%	52.6%
Continuing contract teachers	84.4%	Down from 87.1%	85.7%	83.3%
Highly qualified teachers	93.3%	Down from 94.4%	93.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	86.4%	No change	88.3%	87.0%
Teacher attendance rate	97.1%	Up from 96.5%	95.1%	95.0%
Average teacher salary	\$44,283	Up 4.5%	\$41,906	\$41,703
Prof. development days/teacher	13.1 days	Up from 10.1 days	13.1 days	12.8 days
School				
Principal's years at school	1.0	Down from 3.0	5.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 16.1 to 1	19.0 to 1	18.8 to 1
Prime instructional time	91.9%	Up from 91.4%	89.8%	89.8%
Dollars spent per pupil*	\$7,658	Up 5.7%	\$6,063	\$6,242
Percent of expenditures for teacher salaries*	67.0%	Down from 69.1%	67.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.1%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Raising student expectations and increasing student achievement have been the focus at Kinard Elementary School for the 2004-05 school year. Kinard is proud to offer a challenging curriculum in a student-centered, nurturing environment.

Student performance on the PACT continues to improve with increasing numbers of students achieving at or above the basic level. A recipient of the Palmetto Silver Award in 2004, Kinard promotes academic excellence in all areas of the curriculum through hands-on approaches to math and science and a balanced literacy program. Monitoring student progress through benchmark MAP testing and academic assistance further advances the academic gains of our students. Reading beyond the classroom is encouraged through the Accelerated Reader program and the Birthday Book Club, which awards each student a book to keep on his/her birthday.

While student academic progress is key, the importance of character and a good work ethic is also emphasized. The STARS program recognizes students who display good character traits through monthly lunches with the administration. Our Lunch Buddy program pairs students with local citizens who serve as mentors to encourage good behavior and foster a healthy self-esteem.

Many opportunities to experience success beyond the classroom exist at Kinard. The morning news show is comprised entirely of students. The art, juggling, and chess clubs provide chances for students to express their talents. The annual fine arts festival affords all students the chance to display their talents through visual art, vocal performances, movement, and dance. Student writing has been published in the Southern Sampler anthology.

While encouraging our students to continue to learn and grow, our faculty and staff realize the importance for continued growth and staff development. Many of our faculty members hold advanced degrees and others are working toward completion of advanced degrees. Faculty members take part in many courses, seminars, and workshops to increase their knowledge and skills. Yearlong staff development at Kinard included workshops on 6 + 1 Traits of Writing and Everyday Mathematics.

The faculty and staff at Kinard realize that good parental support and involvement are vital to school success in children. We are pleased to have had 100% of our parents participating in individual parent conferences. Parents also took an active interest in their child's education through attendance at special events and PTO family night activities. Our PTO provided needed supplies to teachers and students through their fund raising efforts and partnerships with grocery store shopping club points. Community members have donated plants and time to help maintain our butterfly garden, an Official National Wildlife Federation Schoolyard Habitat.

For 40 years, Kinard Elementary has strived to excel in all areas. We will continue to set high expectations and work together to achieve our goals.

Georgia D. Westmoreland, Principal
Mary Edmunds, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	52	36
Percent satisfied with learning environment	97.0%	98.0%	83.3%
Percent satisfied with social and physical environment	93.8%	94.0%	80.6%
Percent satisfied with school-home relations	84.4%	92.2%	75.0%

*Only students at the highest elementary school grade level at this school and their parents were included.